

Accessible Instructional Materials

Is the student unable to read standard print effectively due to their disability?

☐ Yes

☐ No

Recommended accessibility features (content – structure – presentation/media)

NIMAS Eligibility

A Competent Authority as determined that the student is eligible for Florida NIMAS services through:

☐ Blind or visually impaired

☐ Physically disabled

☐ Reading disabled

☐ Not eligible for NIMAS

Choose up to two specialized formats (leave blank if not eligible)

First choice Second choice

AIM related services and assistive technology needs

Are the accessible instructional materials required in the student's home?

☐ Yes

☐ No

AIM responsible personnel / DRM: _____

Form Guidelines

1. Review the AIM and NIMAS TAPs for guidance in how to determine if a student is unable to read standard print effectively due to their disability. Accessibility features should make reference to the student's needs in the areas of content, structure, and presentation/media.
2. Indicate NIMAS eligibility status. Competent authorities to determine NIMAS eligibility include:
 - a. Blind or visually disabled – doctors of medicine; doctors of osteopathy; ophthalmologists; optometrists; registered nurses; therapists; and professional staff of hospitals, institutions, and public or private welfare agencies (e.g., social workers, case workers, counselors, rehabilitation teachers, and superintendents).
 - b. Physically disabled – doctors of medicine; doctors of osteopathy; ophthalmologists; optometrists; registered nurses; therapists; and professional staff of hospitals, institutions, and public or private welfare agencies (e.g., social workers, case workers, counselors, rehabilitation teachers, and superintendents).
 - c. Reading disabled – doctors of medicine and doctors of osteopathy who may consult with colleagues in associated disciplines.
3. Select one or two specialized formats. Refer to the Digital Rights Managers training for the list of available formats. The formats recommended should relate to the recommended accessibility features listed previously. Leave the specialized formats section blank if the student is not eligible for NIMAS related services.
4. List/describe any AIM related services or assistive technologies. This could include Braille devices, audio players, software, text-to-speech utilities, alternative keyboards, computer access switch systems, etc.
5. Indicate whether or not the accessible instructional materials will be needed in the home setting to ensure that FAPE is being provided.
6. Indicate the personnel/DRM responsible for ensuring the accessible instructional materials are obtained for this student.